

Child Development

Program Goal

To provide an efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful, and nurturing environment

Note: This program instrument is used for monitoring program quality and compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included within this document. Applicable legal citations for this program include, but are not limited to, the following:

- *Code of Federal Regulations*, Title 45, Subtitle A -Department of Health and Human Services, 98-Child Care and Development Fund
- Child Care and Development Fund Plan for California 01-03
- California State Constitution, Article XVI, Section 5
- California *Education Code*, Title 1, Division 1, Part 6, Chapter 2; Child Care and Development Services Act, Articles 1–22, sections 8200–8481
- *California Code of Regulations*, Title 5, Division 19; Child Care and Development Programs, sections 18000–18305
- *California Health and Safety Code*, Division 2, chapters 3.35–3.6, Sections 1596.60–1587.621
- *United States Code*, Section 12101 et seq.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Child Development Programs:

(F2AP) Federal CalWORKs (Stage 2)	(FHUD) Federal HUD Child Care	(FBRR) Federal Resource and Referral	(GHAN) Handicapped Child Care
(F3AP) Federal CalWORKs (Stage 3)	(FFCC) Federal Family Child Care	(GCPS) General Child Protective Services	(GLTK) Extended Day Care
(FAPP) Federal Alternative Payment	(G2AP) General CalWORKs (Stage 2)		(GMIG) Migrant Child Care
(FCPS) Federal Child Protective Services	(G3AP) General CalWORKs (Stage 3)	(GCTR) General Child Care	(GPRE) State Preschool
(FCTR) Federal Child Care	(GAPP) General Alternative Payment	(GFCC) General Family Child Care	(GWAP) Full Day Preschool
	(GCAM) Campus Child Care	(GFRR) Resource and Referral	(GHUD) General HUD Child Care

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I	<p>Standards, Assessment, and Accountability</p> <p>To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness</p>
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status								
			C	NC	N/A						
I-C1 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses the information to plan and conduct age- and developmentally appropriate activities and monitor family involvement and satisfaction. (EC 8203.5[b]; 5 CCR 18272 et seq.)	District or Agency <ul style="list-style-type: none">For each contract, select a sample of children’s names from the enrollment and attendance register (Form CD-9400 or comparable form) for review. <p>The number of files sampled should be based on enrollment as follows:</p> <table><tr><th>Enrollment</th><th>Number of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table> <p>A minimum average sample of two files per center or home serving subsidized children for each program should be included.</p> <ul style="list-style-type: none">Review the sample of children’s files for Desired Results Developmental Profiles. Use this sample of Desired Results Developmental Profiles and review activity plans to verify that results from	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none">A child’s file includes the age-appropriate Desired Results Developmental Profile.The contractor has completed the Desired Results Developmental Profiles for children who have attended Child Development Division (CDD) programs at least ten hours a week between the hours of 6 a.m. and 8 p.m. for approximately two months, or equivalent period of time such that the child’s development is familiar to his or her primary teacher. The profiles are completed for the following groups:<ul style="list-style-type: none">a. Infants: once every three monthsb. Toddlers: once every four monthsc. Preschool and school age: once every six monthsThere is documentation of how the program uses the Desired Results Developmental Profile to	<div></div> <div></div> <div></div>
Enrollment	Number of Files										
Fewer than 100	8										
100 to 499	15										
500 or more	20										

	<p>the Desired Results Developmental Profile are being used to address each child's needs.</p> <ul style="list-style-type: none"> • Interview program staff. <p><i>ASK:</i></p> <p>How are the Desired Results Developmental Profiles used in the program?</p> <ul style="list-style-type: none"> • Review desired results survey results and determine how the program is using the information for program improvement to meet families' needs. 	<p>plan and conduct age- and developmentally appropriate activities.</p> <ul style="list-style-type: none"> • The agency conducts the Desired Results Parent Survey. 	
<p>I-C2 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has developed and implemented an annual evaluation plan that determines any areas identified during the self-evaluation as needing improvement.</p> <p>(EC 8261[a)][2]; 5 CCR 18279, 18280, 18281 et seq.)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency's evaluation plan, ongoing monitoring of process and self-assessment to ascertain implementation that leads to program improvement. • Review the agency's self-evaluation to ensure that it was completed according to instructions specified by the Child Development Division and was included in the evaluation process. • Review the annual evaluation plan or process to ascertain whether it includes assessment of the program by parents, staff, and board members. • Review the evaluation plan or process to ascertain whether all areas of identified need have been addressed in the action plan. • Review the following Desired Results Summary data forms: <ul style="list-style-type: none"> — Desired Results Developmental Profiles for children — Coordinated Compliance Review (CCR) and Contract Monitoring Review (CMR) instrument — Environment rating scales: <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> 	<ul style="list-style-type: none"> • Verification exists that the agency's self-assessment was included in the evaluation plan. • Assessment and evaluation data and information from parents, staff, and board members are on file. • Documentation is available to verify that the self-evaluation and the results of the annual evaluation process are being implemented. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home network, complete the family day care rating scale (FDCRS).</p>	
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II	<p>Teaching and Learning</p> <p>To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices</p>
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<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
<p>II-C3 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The contractor shall complete an environment rating scale for the appropriate age group and setting.</p> <p>(EC 8203, 8261; 5 CCR 18281 et seq.)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the age-appropriate environment rating scale: For preschool center care, complete the Early Childhood Environment Rating Scale (ECERS). For infant/toddler center care, complete the Infant/Toddler Environment Rating Scale (ITERS). For school-age center care, complete the School Age Care Environment Rating Scale (SACERS). For a family child care home, complete the Family Day Care Rating Scale (FDCRS). • Review the completed appropriate environment rating scale. • Interview the program director. <i>ASK:</i> Has action plan started to be implemented? Will the change lead to program improvement? 	<ul style="list-style-type: none"> • For each subscale with an average score of less than 4, an action has been developed and, as implemented, will lead to program improvement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>II-C4 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each contractor includes in its program a nutrition component that provides the children with nutritious meals and snacks during the time in which they are in the program.</p> <p>(EC 8203, 8261, 5 CCR 18270 et seq.)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review menus for the current month. • Observe mealtime and/or snack time. • The meals, snacks, and meal service are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Child Care Food or the National School Lunch program. <p><i>Note:</i> Children enrolled in GLTK or GLTK commingled with FCTR may bring their own lunches.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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III	<p>Opportunity (equal educational access)</p> <p>To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities</p>
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status								
			C	NC	N/A						
III-C5 (FCTR, FCPS, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the eligibility requirement of that program, and the required documentation is complete. (EC 8235, 8250[d][1][2], 8263[a][1], 8351[d], 8397[b]; 5 CCR 18083[g]. 18084, 18085, 18090, 18092, 18093, 18131[a], 18133, 18211, 18212)	District or Agency <ul style="list-style-type: none">For each contract, select a sample of children’s names from the enrollment and attendance register (Form CD-9400 or comparable form).Refer to the Attendance and Fiscal Report in selecting a sample of family eligibility files, making sure the sample includes children in all enrollment categories claimed (e.g., infants, part-time children, children with special needs). Also, include children who were absent and families who pay subsidized fees. <p>The number of files sampled should be based on the total subsidized enrollment for each program type, as follows:</p> <table><thead><tr><th>Enrollment</th><th>Number of Files</th></tr></thead><tbody><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></tbody></table> <p>The sample size for each program should include files from various centers and family child care homes within the contract.</p> <ul style="list-style-type: none">For the sample selected, review the basic data	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none"><i>For all programs:</i><ul style="list-style-type: none">Correct fees are charged according to the current Family Fee Schedule when it is appropriate to do so.Family size is determined appropriately.<i>For all federally funded programs:</i><ul style="list-style-type: none">Verification exists that services are provided to children who are either (1) under thirteen years of age or (2) under eighteen years of age and physically or mentally incapable of self-care as determined by a legally qualified professional.<i>For all state-funded (general) programs except GPRE:</i><ul style="list-style-type: none">Verification exists that services are provided to children who are either (1) under fourteen years of age; or (2) under twenty-two years of age and have documented exceptional needs.<i>For eligibility based on income:</i><ul style="list-style-type: none">Income is verified by a copy of a check stub, a record of the information from a check stub,	<div></div> <div></div> <div></div>
Enrollment	Number of Files										
Fewer than 100	8										
100 to 499	15										
500 or more	20										

	<p>files, including applications for child development services and certifications of eligibility (Form CD-9600) or comparable agency-adopted forms and supporting eligibility documentation.</p> <ul style="list-style-type: none"> • Determine whether eligibility has been properly determined and that all required documentation is contained in the families' basic data files. 	<p>or other appropriate documents. Documentation must be sufficient to support the family's adjusted monthly gross income as shown on Form CD-9600 or comparable form. Calculations to determine gross monthly income are done correctly. Except for GPRE, initial and ongoing eligibility is limited to or within the 75th percentile of the state median income (except for those families who were "grandfathered") according to the current Family Fee Schedule issued by the California Department of Education.</p> <ul style="list-style-type: none"> • <i>For eligibility based on homelessness:</i> <ul style="list-style-type: none"> — A written referral from an emergency shelter or other legal, medical, or social service agency or a written parental declaration is on file to verify that the family is homeless. • <i>For eligibility based on Child Protective Services (CPS) (Eligibility criteria apply to state-funded general contracts):</i> <ul style="list-style-type: none"> — A written referral is on file from the local welfare department, child protective services unit, or from a legally qualified professional at legal, medical, or social service agency or emergency shelter, dated within the six months immediately preceding the date of application for services. The written referral shall include either: <ol style="list-style-type: none"> 1. A statement from the child protective services unit of the local county welfare department certifying that the child has an active child protective services referral and that child care and development services are a necessary component of the child protective services plan; <i>or</i> 2. A statement by a legally qualified and licensed professional that the child is at risk of abuse or neglect and the child care and development services are needed to 	
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	<p>reduce or eliminate that risk; <i>and</i> the probable duration of the child protective services plan or the at-risk situation; <i>and</i> the name, address, telephone number, and signature of the legally qualified professional who is making the referral.</p> <ul style="list-style-type: none"> • <i>For CPS referrals to FAPP, FCPS, FCTR, FFCC, FHUD programs (eligibility criteria apply to federally funded contracts):</i> <ul style="list-style-type: none"> — Eligibility is based on income. If the child welfare services worker employed by the County Department of Social Services has requested that the contractor waive income eligibility and parent fees, such documentation must be in writing and maintained in the family's files. • <i>For GHAN:</i> <ul style="list-style-type: none"> — An individualized education program (IEP) is on file. • <i>For GMIG:</i> <ul style="list-style-type: none"> — At least 50 percent of the family's income was derived from agriculture-related employment for the 12 months immediately preceding the application date. • <i>For GPRE:</i> <ul style="list-style-type: none"> — For all children except CPS children, the following information is on file in addition to a determination that the family's income is at or below the current State Preschool Family Income Ceiling, by family size. If it exceeds the ceiling, see item c: <ul style="list-style-type: none"> a. Verification that the child's age is between three and five years as of December 2 of the contract year. If the child is older, see item c. b. Verification of residency, which may include a parental declaration of intent to 	
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	<p>live and/or work in California</p> <p>c. No more than 10 percent of the total enrollment is children of families exceeding the income requirement or children over five years of age (Family income may not exceed the income ceiling by more than 15 percent.)</p> <ul style="list-style-type: none"> • <i>For F2TO, G2TO:</i> <ol style="list-style-type: none"> 1. The adult in the family is: <ol style="list-style-type: none"> a. Receiving CalWORKs cash assistance; or b. Is within the 24-month period after leaving cash assistance; or c. Is within the 24-month period after being determined eligible for diversion services by the county welfare department. 2. If the family transfers into Stage 2, the agency documents eligibility by sending a letter to the family with the transfer information. The family must certify or otherwise update the information within a maximum of six months. The family file must contain documentation supporting eligibility. • <i>For F3TO, G3TO:</i> <ol style="list-style-type: none"> 1. The family entered Stage 3 the month following the 24th month the adult was off cash aid. The family must have transferred into Stage 3 from Stage 1 or 2. 	
<p>III-C6 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the need requirement.</p> <p>(EC 8263[a][2], 8351[d]; 5 CCR 18083[e])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • For sample files selected, review the application for child development services and certification of eligibility (Form CD-9600) or comparable agency-adopted form and supporting need documentation from the family files. • Determine whether days and hours of care as certified by the agency match the days and hours 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • <i>For GAPP, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GHUD:</i> <ul style="list-style-type: none"> — The need requirement is verified by one of the following forms of proof: <ol style="list-style-type: none"> 1. CPS written referral. Refer to compliance item III-C5 for requirements.

	<p>supported by the documentation of need contained in the family files.</p>	<ol style="list-style-type: none"> 2. Verification that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession d. Homeless and seeking permanent housing for family stability 3. Incapacitation, as determined by a qualified professional 4. The child has a medical or psychiatric special need or exceptional needs that cannot be met without the provision of services and that are verified by a legally qualified professional. <ul style="list-style-type: none"> • <i>For FAPP, FCPS, FCTR, FFCC, FHUD:</i> <ul style="list-style-type: none"> — The need requirement is determined by one of the following: <ol style="list-style-type: none"> 1. CPS written referral. Refer to compliance item III-C5 for requirements. 2. Verification exists that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession, 3. In a two-parent family, one parent must meet the criteria noted above and any other adult counted in the family size must be incapacitated or have a medical or psychiatric special need to the extent that 	
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	<p>the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional.</p> <ul style="list-style-type: none"> • <i>For F2AP, G2AP:</i> <ul style="list-style-type: none"> — Verify that at the time of enrollment for Stage 2, for families still receiving aid, the parent needs services because of participation in an approved work activity and that any other adult counted in the family size meets one of the following requirements: <ol style="list-style-type: none"> 1. Employed. (Services may also be provided in order for the parent to accept work if such services are necessary to ensure the availability of care when work commences.) 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. <p>If the family is no longer receiving aid, the parent and any other adult counted in the family size must meet one of the criteria specified above as long as the family continues to be otherwise eligible. For F2AP only, criterion 4 may be used only for the other adult counted in the family size, not the primary parent.</p> <ul style="list-style-type: none"> • <i>For F3TO, G3TO:</i> <ul style="list-style-type: none"> — Verify that at the time of enrollment, the parent and <i>any other adult counted in the family size</i> met one of the following 	
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		<p>requirements:</p> <ol style="list-style-type: none"> 1. Employed. Services may also be provided in order for the parent to accept work if such services are necessary to ensure the availability of care when work commences. 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. <p>After initial enrollment into CalWORKs Stage 3, the family may continue to be served as long as:</p> <ol style="list-style-type: none"> 1. The parent and any other adult counted in the family size meet the need criteria; or, as stated above. 2. There is a referral for child protective services; or 3. If G3TO, the child has a medical or psychiatric special need that cannot be met without provision of child care services. <p>For F3TO only, criterion 4 may be used only for the other adult counted in the family size, not the primary parent.</p>	
<p>III-C7 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GPRE, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, GHAN) A basic data file has been established for each family, including a completed application for services and supporting documentation. For all</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the contents of the basic data file. • Compare the current application with the previous applications(s) and supporting documentation in previously selected sample files. 	<ul style="list-style-type: none"> • The basic data file for each family meets the specific criteria and documentation requirements contained in each contract's funding terms and conditions. • Each file contains a completed application, including timely dates, signatures, verification of 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>programs except GPRE, the agency verifies the eligibility and need of each family or child within 30 days of a change in “eligibility” status or “need” or at intervals not to exceed 12 months.</p> <p>(5 CCR 18081, 18082, 18083, 18103)</p>	<p>income, or self-certification of income and need.</p> <ul style="list-style-type: none"> • <i>For F2AP, G2AP, F3T0, G3T0:</i> <ul style="list-style-type: none"> — If families transfer into Stage 2, within a maximum of six months the family file must contain documentation supporting eligibility. • The verification of eligibility and need is done within 30 days of a change in eligibility or need status or at intervals not to exceed 12 months. <ul style="list-style-type: none"> — <i>For CPS:</i> Referrals are updated every six months, with verification (in cases of actual abuse) that the child development services is a necessary component of the CPS plan. — <i>For homelessness:</i> Verification of the family’s temporary or substandard living arrangement is done every three months. 	
<p>III-C8 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, FAPP) Families with children enrolled in the programs are selected according to the priorities of that program.</p> <p>(EC 8263[b][1][2], 8235, 8352[a], 8468.5; 5 CCR 18092, 18106, 18131, 18182, 18191, 18201)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the waiting list. • Review the applications of the three most recently enrolled children and evaluate their enrollment in relation to the priorities. <p><i>For GPRE:</i> Review the selected sample of family eligibility files for timely verification of family income and the child’s age.</p> <p><i>For GLTK:</i> Interview the director.</p> <p><i>ASK:</i></p> <p>What is the percentage of children with exceptional needs in the school-age care program? What means is the agency using in an attempt to reach a level at least equal to the percentage of the district’s enrollment of children with exceptional needs?</p> <p><i>For GMIG:</i> For contractors operating in federally funded public housing centers, the first 14 days of the initial enrollment period shall be reserved for residents of the housing center.</p> <ul style="list-style-type: none"> • Detailed information indicates whether priorities are being followed. • The waiting list includes the following information: name, address, phone number, determination of “eligibility” and “need,” gross income, number in family unit, birth dates of the children, per capita income amount or admission rank (Form CD-2600A), date of original inquiry, date of admission or date removed from list, if applicable. • <i>For GPRE and GWAP:</i> <ul style="list-style-type: none"> — Information verifies whether families are admitted according to the following priorities: <ol style="list-style-type: none"> 1. Verification that the program gives priority to children ages three to five years receiving child protective services through the local county welfare agency (without regard to income) 2. Verification of the family’s income within 120 calendar days prior to the first day of 	<div> <div></div> <div></div> <div></div> </div>

	<p>the new preschool year</p> <ol style="list-style-type: none"> 3. Verification that the program gives priority to admitting eligible four-year-old children (children who will have their fourth birthday on or before December 2 of the fiscal year in which they are enrolled) prior to admitting eligible three-year-old children. The program first admits those children whose families have the lowest adjusted monthly income. <ul style="list-style-type: none"> • The following priorities may be adopted and used in addition to those previously noted when the family income is the same for the family size: <ol style="list-style-type: none"> 1. Children identified as English learners (EL) 2. Children identified as handicapped who have an Individualized Education Program (IEP) that identifies the preschool program as the most appropriate placement 3. Children from families whose special circumstances may diminish the children's opportunities for normal development • <i>For GLTK:</i> <ul style="list-style-type: none"> — Information is on file to determine whether the priorities noted below were followed: <ol style="list-style-type: none"> 1. Children in kindergarten through grade nine were appropriately referred because of abuse or neglect or the risk thereof. Within this priority children receiving protective services through the local county welfare department are admitted first. 2. Second to be admitted are children in kindergarten through grade three and their school-age siblings under the age of thirteen years. In this group children from families with the lowest per capita income are admitted first. 3. Next to be admitted are children in grades 	
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		<p>four through nine and their school-age siblings under the age of thirteen years. In this group children from families with the lowest per capita income are admitted first.</p> <p>4. Children with exceptional needs residing in a school district are being provided services at levels at least equal to the percentage of the district's enrollment in the district's kindergarten and grades one through eight, inclusive. If demand for this level of service does not exist, the agency has requested and has received a written waiver from the California Department of Education.</p> <ul style="list-style-type: none"> • <i>For GMIG:</i> <ul style="list-style-type: none"> — Eligibility is based on the family's status, and selection is based on the following priorities: <ol style="list-style-type: none"> 1. The family moves from place to place. 2. The family has migrated in the past five years and is currently employed in agribusiness and is settled near agricultural areas. 3. The family resides in an agricultural area and is dependent on agricultural work. • <i>For FHUD and GHUD:</i> <ol style="list-style-type: none"> 1. The first priority is the residents of the housing development occupying assisted units. Families with the lowest per capita income will be granted a subsidy first. 2. The second priority is the nonassisted-unit residents of the housing development. Families with the lowest per capita income will be granted subsidy first. 	
III-C9 (FCPS, FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, CCPS). <i>The program does not</i>	District or Agency <ul style="list-style-type: none"> • Review admissions policies. • Review the parent handbook. 	Admission policies: <ul style="list-style-type: none"> • Verify that children are served without regard to their sex, sexual orientation, gender, ethnic 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>GCPS) The program does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, in determining which children are served. There is evidence that the program:</p> <ul style="list-style-type: none"> • Welcomes the enrollment of children with disabilities • Understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children • Implements those accommodations <p>(PL 101-336, 104 Stat. 327 ADA of 1990; 42 USC 12101 et seq. [2000], Title 5 Section 4900 et seq.)</p>	<ul style="list-style-type: none"> • Review the provider handbook for Alternative Payment Agencies. • Review the program's nondiscrimination policies. • Review the files of children who have been provided with reasonable accommodations for their disabilities or who have IEPs. • Interview program staff. <i>ASK:</i> Are you aware of enrollees with disabilities or other special needs for whom accommodations are made? What is your role in designing and/or implementing those accommodations? 	<p>group identification, race ancestry, national origin, religion, color, or mental or physical disability.</p> <ul style="list-style-type: none"> • Verify that the agency (or providers for Alternative Payment Programs) does not charge parents a categorically higher rate for children with disabilities. <p>Parent and/or provider handbook:</p> <ul style="list-style-type: none"> • Verify the presence of nondiscrimination statements. • Verify the presence of statements welcoming the enrollment of children with disabilities and other special needs. <p>Children's files:</p> <ul style="list-style-type: none"> • Verify that evidence exists, either in the Desired Results Developmental Profiles or elsewhere, indicating: <ul style="list-style-type: none"> — Consideration of how a child's disabilities might affect access to the program — Description of accommodations for children with disabilities — Implementation of accommodations for children with disabilities <p>Staff interview:</p> <ul style="list-style-type: none"> • Verify that staff and administration understand their obligation to serve children with disabilities. 	
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IV	Staffing and Professional Growth To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities				
<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
IV-C10 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD,	District or Agency • Review the agency’s program for staff	• The staff was involved in the development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, FBRR) The agency has developed and implemented a staff development program.</p> <p>(EC 8240[g]; 5 CCR 18270 et seq.)</p>	<p>development.</p> <ul style="list-style-type: none"> • Review notes of staff development meetings. • Review written job descriptions. • Review the orientation program for new staff. • Interview the program director and appropriate staff. <p><i>ASK:</i></p> <p>How was the staff development program developed?</p> <p>Who was involved?</p> <p>Were you involved in developing the staff development program?</p> <p>How do employees communicate their staff development needs to agency management?</p> <p>How does management communicate with staff?</p> <p>Did you receive an evaluation in compliance with agency policy?</p>	<p>of the staff development program.</p> <ul style="list-style-type: none"> • The staff development program is appropriate and includes the following: identification of the training needs of staff; written job descriptions; an orientation plan for new employees; staff development topics, including topics related to the functions specified in each employee's job; an internal communications system that provides employees with information to perform their assigned duties; and an annual written performance evaluation procedure unless a different frequency of performance evaluation is specified in the contractor's collective bargaining agreement. • Employees know about the staff development program and can identify features that are being implemented. • If applicable, the professional development needs of family child care providers are identified by the agency and opportunities for professional development are offered that take these needs into account. • Staff development is planned using the following information from the Desired Results summary data forms: <ul style="list-style-type: none"> — Desired Results parent survey — Desired Results Developmental Profiles for children — Environment rating scale — Results from the agency self-review using the Coordinated Compliance Review (CCR) and Contract Monitoring Review (CMR) instruments. 	
<p>IV-C11 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, GFCC, FFCC, FHUD, GHUD) Each program operating two or more sites has a qualified program director.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the certified personnel roster or comparable form for the names of the program directors. 	<ul style="list-style-type: none"> • The contractor employs a program director with general administrative responsibility for programs operated at two or more sites. (GLTK 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

<p>(EC 8208[ff], 8242, 8360, 8360.3, 8463; 5 CCR 18206, 18168[a][3][B])</p>	<ul style="list-style-type: none"> • Review personnel files for required documentation. <p>programs require a program director at one or more sites. The program director may also function as a site supervisor at one of the sites if he/she assumes responsibility for the day-to-day operation of the program at the site and is fully qualified.)</p> <ul style="list-style-type: none"> • The program director possesses one of the following permits or credentials: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites. The following permits are acceptable: <ul style="list-style-type: none"> • Child Development Program Director Permit; or • Children’s Center Supervision Permit — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of early childhood education/child development (ECE/CD) programs (not required of any person who was employed as a program director prior to November 1, 1993, in a child care and development program receiving funding from the Child Development Division) and 12 units of ECE/CD or at least two years’ experience in an ECE/CD program. — An Administrative Services Credential authorizing administration or supervision in California that includes a preschool authorization. <p><i>Note:</i> Centers with an enrollment of less than 50 percent subsidized children may operate under Title 22 requirements.</p> <ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK 	
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	<p>program, the program director may meet the qualifications specified by the GLTK program.</p> <ul style="list-style-type: none"> • <i>For GLTK only:</i> The program director possesses one of the following qualifications: <ul style="list-style-type: none"> — A bachelor's degree in recreation, recreation therapy, special education, or a related field; (a) three semester units of administration and supervision of recreation, child development, or related programs; and (b) two years of teaching or supervisory experience in recreation or related programs — One of the following valid permits or credentials issued by the Commission on Teacher Credentialing: <ul style="list-style-type: none"> • Site supervisor; or • Children's center supervision permit; or • Life children's center supervision permit; or • Preliminary administrative services credential; or • Professional administrative services credential — A permit pursuant to <i>Education Code</i> Section 8360 and three semester units of administration and supervision of child development programs • <i>For GHAN only:</i> The program director meets one of the following qualifications: <ul style="list-style-type: none"> — Possesses a California special education credential; or — Possesses a professional credential; license; master's degree in psychology, social work, special education, physical education, recreation therapy, vocational education, counseling, early childhood education, or child development; and has completed six semester units of administration and supervision of early childhood education or 	
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	<p>child development programs, or both; or</p> <p>— Has work experience prior to January 1, 1993, as a program director in a child care and development program that provides services to severely handicapped children.</p>	
<p>IV-C 12 (FTCR, GCAM, GCTR, CHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each program with more than one site has a qualified site supervisor at each site.</p> <p>(EC 8208[a], 8242, 8360, 8463; 5 CCR 18205)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the certified personnel roster or comparable form for the name(s) of the person(s) indicated as site supervisor(s). • Review personnel files for required documentation. 	<p>Each center, regardless of whether it is exempt from licensure, has a fully qualified site supervisor responsible for program operations on the premises during the hours the program is in operation. The site supervisor possesses <i>one</i> of the following:</p> <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes supervision of a child care and development program operating in single sites. The following permits are acceptable: <ul style="list-style-type: none"> • Child development program director permit, or • Child development site supervisor permit, or • Children’s center supervision permit — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of ECE/CD (not required of any person who was employed as a program director prior to November 1, 1993, in a child care and development program funded by the Child Development Division) and 12 units of ECE/CD or at least two years’ experience in an ECE/CD program — An administrative services credential authorizing administration or supervision in California that includes a preschool authorization.

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		<ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK program, the site supervisor may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> The site supervisor possesses one of the following: <ul style="list-style-type: none"> — Valid permit or credential issued by the Commission on Teacher Credentialing, specifically a: <ul style="list-style-type: none"> • Child development site supervisor permit; or • Children’s center supervision permit; or • Bachelor’s degree with an emphasis in ECE/CD (three of the units in ECE/CD must be in administration) and one year’s experience in a licensed day care center; or • A.A. degree with an emphasis in ECE/CD (three of the units in ECD/CD must be in administration) and two years’ experience in a licensed day care center; or • High school diploma or certificate of general educational development (GED) and 15 semester units in ECE/CE (three of the units in ECE/CD must be in administration) and four years’ teaching experience in a licensed day care center. 	
IV-C13 FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each site has qualified teachers. (EC 8208[af], 8242, 8360, 8360.3, 8463; 5 CCR, 8206, 18168[a](3[B]))	District or Agency <ul style="list-style-type: none"> • Review information on the personnel roster or comparable form for the name(s) or the person(s) indicated as teacher(s). 	<ul style="list-style-type: none"> • Each classroom, regardless of whether it is exempt from licensure, has a fully qualified teacher who possesses one of the following: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes service in the care, development, and instruction of children in a child care and development program. Any of the following permits is acceptable: <ul style="list-style-type: none"> • Child development program director 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>permit; or</p> <ul style="list-style-type: none"> • Child development site supervisor permit; or • Regular children's center instructional permit; or • Limited children's center instructional permit; or • Emergency children's center teacher permit; or • Child development master teacher permit; or • Child development teacher permit; or • Child development associate teacher permit <p>(This permit authorizes the holder to supervise holders of assistant teacher permits.)</p> <p>— A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and either 12 units in ECE and/or CD or two years' experience in ECE or a child care and development program.</p> <ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK program, the teachers may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> A teacher may be deemed qualified by meeting one of the following criteria: <ul style="list-style-type: none"> — Possesses a children's center instructional permit (emergency, limited, regular); or — Has earned 12 semester units in ECE/CD and has six months' experience in a licensed day care center; or — Has earned six semester units in ECE/CD and, after employment, must complete at least two
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	<p>units each semester until a total of 12 units have been earned</p> <ul style="list-style-type: none"> • As an alternative to satisfying the educational requirements in the regulations, a teacher may substitute 12 units or 240 training hours in any combination of the following areas: <ol style="list-style-type: none"> 1. Recreation, which includes, but is not limited to, art, music, and dance 2. Physical education, which includes, but is not limited to, indoor and outdoor sports activities 3. Human services and social welfare, which includes, but is not limited to, nursing, psychology, sociology, or home economics 4. Units earned toward an elementary or middle school teaching credential 5. Early childhood education, child development, or school-age child units • A teacher is required to complete six units or 120 training hours prior to employment. • <i>For GHAN only:</i> A teacher in a program that provides services to severely handicapped children meets one of the following criteria: <ul style="list-style-type: none"> — Has earned 24 semester units of course work, with a “C” or better average, from an accredited institution in any one or a combination of the following areas: psychology, sociology, special education, physical education, recreation therapy, vocational education, early childhood education, and child development — Has earned 16 semester units of course work in general education, including one course in each of the following areas: humanities, social sciences, math or science, or both, and English — Has experience in one of the following areas: 	
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		<ul style="list-style-type: none"> a. Two experience periods as a paid aide or assistant in a program serving children with exceptional needs or severely handicapped children; or b. Three periods of experience as a volunteer in an instructional capacity in a program serving children with exceptional needs or severely handicapped children; or c. Two or more semester units of supervised field course work in a child care and development program at an accredited institution plus one experience period in a program serving children with exceptional needs or severely handicapped children <ul style="list-style-type: none"> — Holds a California special education credential — Was employed prior to January 1, 1993, as a teacher in a child care and development program that provides services to severely handicapped children 	
<p>IV-C14 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The applicable staff-child ratios are met for each age group and program.</p> <p>(EC 8288; 5 CCR 18168[a][6][A][D][F], 18290)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the staff-child ratio schedule (Form CD-3705). • Determine whether ratios are met. • Observe the classroom and playground. 	<ul style="list-style-type: none"> • The following ratios are met: <ul style="list-style-type: none"> — <i>Infants, birth to eighteen months old:</i> <ul style="list-style-type: none"> a. Adult-child ratio of 1:3 b. Teacher-child ratio of 1:18 — <i>Toddlers, eighteen months to thirty-six months old:</i> <ul style="list-style-type: none"> a. Adult-child ratio of 1:4 b. Teacher-child ratio of 1:16 — <i>Preschoolers, thirty-six months to enrollment in kindergarten:</i> <ul style="list-style-type: none"> a. Adult-child ratio of 1:8 b. Teacher-child ratio of 1:24 — <i>Kindergarten students to children fourteen years old:</i> <ul style="list-style-type: none"> a. Adult-child ratio of 1:14 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>b. Teacher-child ratio of 1:28</p> <ul style="list-style-type: none"> Whenever groups of children of two age categories are commingled and the younger age group exceeds 50 percent of the total number of children present, the ratios for the entire group must meet the ratios required for the younger age group. If the younger age group does not exceed 50 percent of the total number of the children present, the teacher-child and adult-child ratios shall be computed separately for each group. Except as otherwise provided in Title 22 of the <i>California Code of Regulations</i>, Community Care Licensing Standards, the program may exceed the teacher-child ratio by 15 percent for a period of time not to exceed 120 minutes in any one day. 	
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V	Parent and Community Involvement To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-C15 (FCPS, FCTR, FFCC, GCPS, GCAM, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has implemented a process for reaching out to the community, informing the community about the program, and soliciting its support. (5 CCR 18277)	District or Agency <ul style="list-style-type: none"> Review the policies and the procedures manual. Identify the person responsible for community outreach. Review the plan for community outreach, including materials in languages other than English. 	<ul style="list-style-type: none"> Evidence exists that the agency has identified a staff member responsible for this task. Evidence exists to verify that the agency informs the community by using newsletters, news releases, fliers, mailing lists, or speaking engagements. Evidence exists that materials are available for non-English-speaking families. Evidence is on file to verify that community resources are being used with the services of volunteers, acknowledgment of donations, and so on. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>V-C16 (FCPS, GCPS, F2AP, F3TO, FAPP, G2AP, G3TO, GAPP) The agency has written information describing its program’s eligibility for services and distributes information to keep the community aware of its program.</p> <p>(EC 8220; 5 CCR 18222)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review written material that supports information regarding program availability. • Review non-English materials. • Evidence exists that the contractor provides the parent(s) with the following information upon enrollment in the program: <ul style="list-style-type: none"> — Agency’s written policy statement — Program rules and regulations — Information regarding confidentiality — Information regarding legal and financial reporting requirements if the parent selects in-home care and payment is made to the parent as the employer of the in-home provider — Non-English materials 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>V-C17 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) There is a plan for parent involvement and education. The program ensures that effective two-way comprehensive communication between staff and parents is carried out on a regular basis throughout the program year.</p> <p>(EC 8203, 8204, 8261; 5 CCR 18275, 18270 et seq.)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency’s plan for parental involvement and education. • Review how the plan is implemented. • Review scheduled meetings, events, topics, and speakers; information shared; materials used; list of participants; and minutes of meetings. • Interview the director. <p><i>ASK:</i></p> <p>How does the program involve parents?</p> <p>How does the program educate parents?</p> <p>How are the schedule and topics for events and meetings determined?</p> <p>What is the level of participation?</p> <p>How does the program deal with non- or limited-English-speaking parents ?</p> <ul style="list-style-type: none"> • The following records are on file: <ul style="list-style-type: none"> — Proposed dates for parent meetings — Types of opportunities available for parent participation in the program • Evidence exists that the plan is appropriate and includes the following components: <ul style="list-style-type: none"> — An open-door policy encourages parents to participate in the daily activities whenever possible. — An orientation for parents discloses the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures. — Two parent-teacher conferences are scheduled annually to discuss the child’s progress. — Program activities and services meet cultural, linguistic, and other special needs of children and families being served. — The plan addresses the needs of limited- and non-English-speaking parents. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>V-C18 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) A parent advisory committee or council, selected by parents, has been established.</p> <p>(5 CCR 18275[e])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency’s plan for establishment of a parent advisory committee or council. • Include non-English-speaking parents. • Review the schedule and notice of meetings, minutes of meetings, list of committee or council members, and issues brought to the committee. • Interview the director and a committee or council member. <p><i>ASK:</i></p> <p>What is the procedure used in establishing the parent advisory committee or council?</p> <p>What efforts are made to include limited- and non-English-speaking parents on the advisory committee or council?</p> <p>Who is on the committee?</p> <p>How often does the committee meet?</p> <p>What does the committee do?</p> <p>On which issues does the committee advise the agency?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>V-C19 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Families’ health and social service needs have been identified and documented. Referrals and follow-up on referrals are made when necessary.</p> <p>(EC 8203[1][m], 8208[q] 8240[d][e]; CCR 18275)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • The contractor identifies all files in which a need for health or social services has been identified. Depending on the number of such files, review the same sample size as cited in compliance item IC-1. If fewer than eight files are available, review the files identified. • Review children’s files in which health and social service needs have been identified to determine whether needs have been documented. • Review health and social services referrals. <p><i>For GMIG:</i></p> <ul style="list-style-type: none"> • Review documentation to determine the type of specialized services provided. • Review documentation of staff development 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>activities to verify that training is related to the special needs of migrant children.</p> <ul style="list-style-type: none"> • Review activity plans for enrichment activities that specifically address the special needs of migrant children. 	
<p>V-C20 (FCPS, FCTR, FFCC, FAPP, F2AP, F3TO, FHUD) The agency allows parents unlimited access to their children and the providers caring for their children during normal hours of provider operation and whenever the children are in the care of the provider.</p> <p>(45 CFR Section 98.31)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency’s written policy regarding parents’ unlimited access to their children. • Review the agency’s established procedure regarding parents’ unlimited access to their children. • Interview parents. <p>ASK:</p> <p>Do they have unlimited/unrestricted access to their children?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

VI	<p>Governance and Administration</p> <p>To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters</p>
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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
<p>VI-C21 (FCPS, FCTR, FFCC, GAPP, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, F2AP, FAPP, G2AP, F3TO, G3TO, GHUD, FHUD) The agency has informed all applicants and recipients for service of the right to appeal any agency decision contained in the Notice of Action.</p> <p>(5 CCR 18094, 18095, 18118)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review Notices of Action in files previously selected to ensure they were completed according to the procedures of the Child Development Division. 	<ul style="list-style-type: none"> • A Notice of Action or comparable form with appeal rights was given or mailed to parents within 30 days of the date the parent signed the initial application for services or when a change in service level, family status, or fees occurred. The Notice of Action must be mailed or delivered to the parent(s) at least 14 days before the effective date of an adverse action. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VI-C22 (FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO) The program refrains from religious instruction or worship.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review parent handouts and the handbook, admission policies, and posted information. • Observe the program to determine whether religious instruction or worship is occurring. 	<ul style="list-style-type: none"> • A written policy statement states that the agency does not provide religious instruction or allow worship in its child development program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>(Constitution of California, Article XVI, Sec. 5; 5 CCR 18017)</p>	<p>religious instruction or worship is occurring.</p> <ul style="list-style-type: none">• Interview the child development administrator. <p>ASK:</p> <p>Does the program refrain from providing religious instruction or worship?</p>									
<p>VI-C23 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD) Each site has a current license issued by the authorized licensing agency, unless the site is exempt from licensing.</p> <p>(EC 8203; 5 CCR 18020; HSC 1596.792)</p>	<p>District or Agency</p> <ul style="list-style-type: none">• Review the license of each site and home that the agency uses for subsidized care.• If the site is alleged to be exempt, determine that site falls within an exemption.• A current license has been issued to the contracting agency and site address or to the family child care home provider and home address.• The exemption letter issued by the Department of Social Services, Community Care Licensing Division (DSS, CCL), is on file; or there is evidence that the site is exempt. The site is exempt if (1) the contracting public or private school operates the before- and after-school program on the school grounds; (2) the site is on federal property; or (3) the FCC home serves only one family.	<div><div></div><div></div><div></div></div>								
<p>VI-C24 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The agency has on file all required information about each provider.</p> <p>(5 CCR 18230, 18231)</p>	<p>District or Agency</p> <ul style="list-style-type: none">• Review the selected sample of provider files. The number of files selected should be based on enrollment, as follows: <table><thead><tr><th>Enrollment</th><th>Number of Files</th></tr></thead><tbody><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></tbody></table> <p>A maximum sample size will be limited to 20 files.</p> <ul style="list-style-type: none">• Each file contains verification of license status (where applicable) and a signed statement by each provider that includes:<ul style="list-style-type: none">— Provider’s documentation of usual and customary charges paid by unsubsidized families— Provider’s agreement to remain in compliance with applicable licensing laws and regulations— Provider’s assurance that services do not include religious instruction or worship (with the exception of F2AP, F3TO, FAPP, FCPS)— Copy of the current license unless the site is exempt— Rate of payment— Schedule of payment	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<div><div></div><div></div><div></div></div>
Enrollment	Number of Files									
Fewer than 100	8									
100 to 499	15									
500 or more	20									

	<ul style="list-style-type: none"> — Signed document between program and provider — Age group served • For in-home and exempt providers, each file contains the following information: <ul style="list-style-type: none"> — Provider's name and address — Provider's date of birth — Provider's Social Security number — Hours of services authorized — Rates to be charged for services • Within 14 days of the first date of child care services, in-home and exempt providers, except for aunts, uncles, and grandparents, must provide the following information: <ul style="list-style-type: none"> — A description of the provider's qualifications and experience — Signed health and safety self-certification — A statement from the parent that he or she has interviewed and approves of the provider — A California driver's license number or other valid identification verifying the provider is at least eighteen years old — Documentation that the provider is a registered Trustline child care provider 	
<p>VI-C25 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The provider is given information regarding alternative payment policies, procedures, and regulations.</p> <p>(5 CCR 18221, 18223, 18224, 18226)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review written materials. • Interview, by telephone, the applicable number of providers per sample size. <p><i>ASK:</i></p> <p>Were you given information regarding alternative payment policies?</p> <p>Did you receive the information at your initial in-service training or at a later date?</p>	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

<p>VI-C26 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GCPS, GAPP) The agency sets forth the basis of provider participation, scheduled provider payments, and its complaint process.</p> <p>(5 CCR 18223, 18224, 18226)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review written materials. • The following records are on file: <ul style="list-style-type: none"> — Provider handbook — The alternative payment policies and procedures manual for providers — Written agreement between the agency and the provider — Payment schedule containing a limitation of provider's usual and customary rates up to 1.5 standard deviations above the mean market rate for the type of care provided 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C27 (FBRR, GFRR) The agency maintains a resource file, updated at least quarterly, which includes all licensed and license-exempt center-based providers and all licensed family child care homes in the agency's geographic service area.</p> <p>(EC 8212[a])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the resource file. • Review written agency policies and other written materials made available to current and potential providers of child development services. • Interview agency staff. <p><i>ASK:</i></p> <p>Does the agency maintain a file of license-exempt providers? If so, how is exempt status determined?</p> <ul style="list-style-type: none"> • The resource file contains the following service documentation: <ul style="list-style-type: none"> — Provider's name, address, and telephone number — Fees charged — Ages of children served — Number of children permitted under the license — Hours of operation — Any special services offered 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C28 (FBRR, GFRR) The agency maintains individual files of licensed providers in its service area.</p> <p>(EC 8212[a])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency's records documenting the maintenance of individual files of licensed providers. • Documentation confirms that the agency maintains individual files of licensed providers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C29 (FBRR, GFRR) The agency provides telephone referrals for a minimum of 30 hours per week.</p> <p>(EC 8212[b])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Interview appropriate staff. <p><i>ASK:</i></p> <p>How many hours per week does the resource and referral agency offer telephone referrals?</p> <ul style="list-style-type: none"> • Evidence is on file that the agency provides telephone referrals for a minimum of 30 hours per week. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>VI-C30 (FBRR, GFRR) The agency provides the following technical assistance services to providers and potential providers of services:</p> <ul style="list-style-type: none"> • Information on all aspects of initiating new child care services, including licensing, zoning, program and budget development, and assistance in finding such information from other sources • Information and resources that help existing providers maximize their ability to serve children and parents in their community • Dissemination of information on current public issues affecting delivery of child care services • Facilitation of communication between existing child care and child-related service providers in the community served <p>(EC 8212[d])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review written materials available at the agency. • Interview appropriate staff. <p><i>ASK:</i></p> <p>How does the agency facilitate communications with and between local service providers?</p> <ul style="list-style-type: none"> • The agency has on file: <ul style="list-style-type: none"> — Copies (or summaries) of licensing laws and local zoning ordinances — Books and articles about programs for children and articles on budget development and accounting — Publications released by the Bureau of Labor Statistics, U.S. Department of Labor, Department of Finance, and local chamber of commerce — Publications describing pending legislation at both the state and federal levels — Notices of meetings held or to be held with those involved in child and family services 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-31 (FBRR, GFRR) The agency provides services that are responsive to the diverse cultural, linguistic, and economic needs of the geographic area of service.</p> <p>(EC 8213)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review written agency policies and other written material. • Interview the program administrator and appropriate staff. <p><i>ASK:</i></p> <p>How does the agency provide services that are responsive to the linguistic and cultural needs of the community?</p> <p>How does the agency provide services to limited- and non-English-speaking families?</p> <ul style="list-style-type: none"> • The staff has the same linguistic and cultural background as the community being served. • Materials are written and available in the predominant non-English languages used by the parents needing services and available providers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C32 (FBRR, GFRR) The agency maintains adequate documentation of requests for services.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review agency records documenting requests for services and referrals provided by the agency. • Documentation includes: <ul style="list-style-type: none"> — Number of calls received requesting services 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(EC 8212[c])		(the required minimum of 30 hours of telephone referrals per week) — Ages of children for whom services are requested — Time category of requests (full day, part day, evening) — Reason for requesting child care	
VI-C33 (FBRR, GFRR) The agency has developed written referral policies that are available to parents and providers on request. (5 CCR 18244[c])	District or Agency <ul style="list-style-type: none"> • Review the agency’s written referral policies. 	<ul style="list-style-type: none"> • Referral policies are available to all persons regardless of income and include: <ul style="list-style-type: none"> — A statement that any information received from a parent will be considered confidential — A statement defining the conditions under which a provider may be removed from the provider file 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C34 (FBRR, GFRR) The agency has developed written complaint procedures and implemented them. (5 CCR 18247, 18248)	District or Agency <ul style="list-style-type: none"> • Review the agency’s written complaint policies and procedures. 	<ul style="list-style-type: none"> • Written policies describe procedures for: <ul style="list-style-type: none"> — Documenting and resolving complaints — Referring reports of licensing violations to appropriate agencies — Discontinuing referrals to certain providers and describing the conditions under which referrals may cease — Notifying discontinued providers in writing and informing them of their appeal rights 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C35 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The in-home and license-exempt providers selected by families who are subsidized by the state are properly registered and have certified that they meet the health and safety requirements. (45 CFR 98.41[a])	District or Agency <ul style="list-style-type: none"> • Review 10 percent of in-home and exempt provider files for the required documentation. 	<ul style="list-style-type: none"> • The files of in-home and exempt providers contain the following information: <ul style="list-style-type: none"> — The address where the care is to be provided — Names and ages of other persons in the home or providing care — A California driver’s license number or other valid and recognized form of identification to 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>verify that the caregiver is at least eighteen years of age</p> <ul style="list-style-type: none"> — The provider’s qualifications and experience — Signed health and safety self-certification — Signed statement from the parent verifying that the parent has interviewed and approved of the provider — The names, addresses, and telephone numbers of two character references — Status as a Trustline applicant or registered Trustline child care provider — Evidence that the provider has been tested within the past 12 months and found to be free of tuberculosis — Statement that the provider’s home contains a fire extinguisher and a smoke-detecting device that meets standards established by the state fire marshal — Declaration by the provider that the provider’s home complies with all health and safety standards as required by state, county, and municipal agencies — For in-home care, the parent’s declaration that the parent’s home meets health and safety requirements as required by state, county, and municipal standards <p><i>Note: If the provider is the aunt, uncle, or grandparent of the child, only the first three items are required.</i></p>	
<p>VI-C36 (FCTR, FFCC, FHUD, GCAM, GCTR, GFCC, GHAN, GHUD, GLTK, GMIG, GPRE, GWAP) The agency has adopted policies and procedures for recording and reporting attendance that are consistent with:</p> <ul style="list-style-type: none"> • The certified hours of care • Statutes and regulations on excused 	<p>District or Agency</p> <ul style="list-style-type: none"> • For the family files selected, review: <ul style="list-style-type: none"> — The family data file containing the certified hours of care — The children’s sign-in/sign-out documents and the Enrollment and Attendance Register (Form CD-9400) or comparable agency- • Documentation exists to verify that the: <ul style="list-style-type: none"> — Family data file contains the certified hours of care. — Enrollment for the child reflects the certified parental need for services. — Attendance/absence of the child is accurately 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

<p>and unexcused absences</p> <ul style="list-style-type: none"> Regulations regarding documentation of attendance <p>(5 CCR 18065 and 18066)</p>	<p>adopted form</p> <ul style="list-style-type: none"> Documentation for excused absences Written policies regarding excused and unexcused absences and ten best interest days that are distributed to parents 	<p>reported on the Enrollment and Attendance Register.</p> <ul style="list-style-type: none"> Attendance records of excused and unexcused absences are consistent with state regulations and required board-adopted policies. The agency has limited the “best interest” excused absences to a maximum of ten days per child per fiscal year. This limitation is not applicable to recipients of child protective services. Sign-in/sign-out sheets are completed by parent or person authorized to drop off or pick up child at the beginning and end of day. Personnel have verified excused absences. 	
<p>VI-C37 (FAPP, GAPP, F2AP, G2AP, G3TO, F3TO) The agency has written policies and procedures that inform licensed and license-exempt providers regarding:</p> <ol style="list-style-type: none"> Excused and unexcused absences consistent with statute and regulation Documentation of attendance Reporting of excessive unexcused absences that exceed specified periods of time. <p>(5 CCR 18065 and 18066)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the agency’s written policies and procedures to determine whether required statements are distributed to licensed and license-exempt providers. 	<ul style="list-style-type: none"> Written policies and procedures include statements on excused and unexcused absences and are consistent with statute and regulation. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C38 (FBRR, GFRR) The resource and referral agency has either co-located with the county welfare department or established a means of swift communication with the county welfare department.</p> <p>(EC 8352)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Interview the program director and staff to determine whether the requirement is met. <p><i>ASK:</i></p> <p>Has the resource and referral agency co-located with the county welfare department?</p> <p>How do you ensure that the agency can establish swift communication with the welfare department?</p>	<ul style="list-style-type: none"> Verification exists of the co-location of the resource and referral agency with an office of the county welfare department, <i>or</i> there is evidence of a means of swift communication between the resource and referral agency and the county welfare department. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>